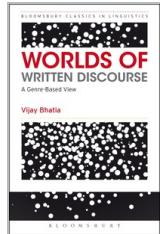


Worlds of Written Discourse

A Genre-Based View



Vijay Bhatia

"The book is a brilliant contribution to the study of genre analysis. It establishes a comprehensive methodology for further research in the field. Bhatia proves once again his expertise in elaborating a multidimensional approach for analysis of the intricacies of academic, professional and institutional discourse and offers new perspectives and insights of how the real world of written discourse is represented by the generic structuring of texts." -Linguist List, 16.299, 1/31/05"

Genre theory in the past few years has contributed immensely to our understanding of the way discourse is used in academic, professional and institutional contexts. However, its development has been constrained by the nature and design of its applications, which have invariably focused on language teaching and learning, or communication training and consultation. This has led to the use of simplified and idealised genres. In contrast to this, the real world of discourse is complex, dynamic and unpredictable. This tension between the real world of written discourse and its representation in applied genre-based literature is the main theme of this book. The book addresses this theme from the perspectives of four rather different worlds: the world of reality, the world of private intentions, the world of analysis and the world of applications. Using examples from a range of situations including advertising, business, academia, economics, law, book introductions, reports, media and fundraising, Bhatia uses discourse analysis to move genre theory away from educational contexts and into the real world. Introduction Overview: Perspectives on Discourse The World of Reality The World of Private Intentions The World of Analysis The World of Applications References

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Teaching Languages with Technology

Communicative Approaches to Interactive Whiteboard Use



Edited by Euline Cutrim Schmid & Shona Whyte

"Given the controversies which continue to surround our understanding of how to use the interactive whiteboard (IWB), I warmly welcome the publication of this important new resource book. It successfully combines theory and practice, drawing on the research while at the same time providing practical insights for language teachers on getting the most out of this powerful tool. The cases studies cover a range of contexts, and crucially inform practitioners on maximising the potential of the IWB, and describe how to use it in communicative ways." Pete Sharma, Lecturer in EAP (Pre-session courses), Warwick University, UK

This book draws on theories of second language acquisition (SLA) to illustrate how **interactive white board technology** can be exploited to support language acquisition. It examines interaction, collaboration and negotiation of meaning and focus on form in the communicative language classroom in primary, secondary and vocational schools.

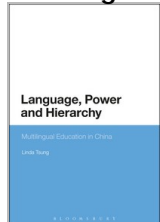
Euline Cutrim Schmid is Professor of TEFL and Applied Linguistics at the University of Education Schwabach Gmuend, Germany.

Shona Whyte is Associate Professor of English at the University of Nice-Sophia Antipolis, France.

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Language Power and Hierarchy

Multilingual Education in China



Linda Tsung

"In addition to its data-rich survey of Mongolian, Uighur, Tibetan and other minority language instruction across China, Linda Tsung's brilliant new study casts new light on theoretical and practical issues surrounding multilingualism as a global phenomenon and its impact on social, cultural, social and political life in contemporary China." Bonnie S. McDougall, Visiting Professor in the

Department of Chinese Studies, University of Sydney, Australia

Shunning polemicism and fashioning a new agenda for a critically informed yet practically orientated approach, this book explores aspects of multilingual education in the People's Republic of China (PRC). Amongst other issues, it also looks at the challenges associated with bilingual and trilingual education in Xinjiang and Tibet as well as the mediation between religion and culture in multi-ethnic schools, covering these issues from a range of perspectives - Korean, Uyghur, Tibetan, Mongolian and Yi.

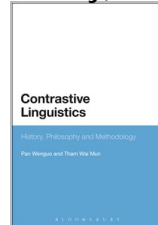
The PRC promotes itself as a harmonious, stable multicultural mosaic, with over 50 distinct ethnic groups striving for common prosperity. Beneath this rhetoric, there is also inter-ethnic discord, with scenes of ethnic violence in Lhasa and Urumqi over the last few years.

China has a complex system of multilingual education - with dual-pathway curricula, bilingual and trilingual instruction, specialised ethnic schools. This education system is a lynchpin in the Communist party state's efforts to keep a lid on simmering tensions and transform a rhetoric of harmony into a critical pluralistic harmonious multiculturalism. This book examines this supposed lynchpin.

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Contrastive Linguistics

History, Philosophy and Methodology



Pan Wenguo & Tham Wai Mun

"Overall, the book is the first attempt to bring history, philosophy and methodology together to broaden the view of contrastive linguistics... Besides the academic merit, commendably, it is also the first time that Chinese scholars have presented achievements in contrastive linguistics research to the world through their careful observation, diligent thought and lucid exposition." Languages in Contrast 9:2

Contrastive Linguistics is the first book written by a linguist from mainland China on the histories and principles of comparing and contrasting Chinese and Western languages, specifically English. The book presents a survey of the historical, philosophical, and methodological foundations of the discipline, but also examines its scope in relation to general, comparative, anthropological, and applied linguistics.

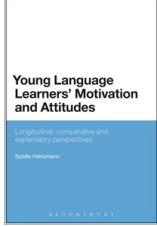
Pan Wenguo is Professor at East China Normal University, China.
Tham Wai Mun is Assistant Professor in the Division of Chinese, Nanyang Technological University, Singapore.

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304 pages
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Young Language Learners' Motivation and Attitudes

Longitudinal, comparative and explanatory perspectives

Sybille Heinzmann



Taking three different perspectives, this book looks at primary school children's language learning motivation and language attitudes. In adopting a longitudinal perspective, the book fills a research gap and provides a macro-level analysis of motivational development over time. It reveals a surprising amount of stability in primary school children's motivational and attitudinal development.

The comparative perspective looks at the learners' affective dispositions with regard to English (theorized as a 'global language') and French (theorized as a 'national language'). The comparisons between global language and national language are relevant across the world, especially in situations where instruction in languages other than English struggles to get attention. The results reveal sizeable differences between the two languages, with children being substantially more motivated to learn English than to learn French.

Finally, the explanatory section identifies key antecedents of the learners' motivational and attitudinal dispositions - and thereby opens up paths for intervention relevant for those working in the field of language instruction.

Sybille Heinzmann is a project director at the University of Teacher Education in Lucerne, Switzerland.

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PB 9781472596307 • £25.99 / \$44.95
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Teaching Languages with Technology

Communicative Approaches to Interactive Whiteboard Use

Edited by Euline Cutrim Schmid & Shona Whyte



"Given the controversies which continue to surround our understanding of how to use the Interactive whiteboard (IWB), I warmly welcome the publication of this important new resource book. It successfully combines theory and practice, drawing on the research while at the same time providing practical insights for language teachers on getting the most out of this powerful tool. The cases studies cover a range of contexts, and crucially inform practitioners on maximising the potential of the IWB, and describe how to use it in communicative ways." Pete Sharma, Lecturer in EAP (Pre-session courses), Warwick University, UK

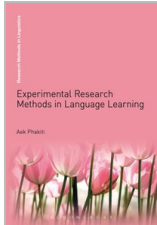
This book draws on theories of second language acquisition (SLA) to illustrate how **interactive white board technology** can be exploited to support language acquisition. It examines interaction, collaboration and negotiation of meaning and focus on form in the communicative language classroom in primary, secondary and vocational schools.

In recent years new technologies have been incorporated into second and foreign language education as tools for implementing teaching methodologies. IWBs have established their role in the field of computer-assisted language learning (CALL) and are an effective and inspiring tool which motivates both teachers and learners. Although the number of IWBs in classrooms has rapidly increased over the past decade in many parts of the world, teacher training materials and pedagogical support for the design, evaluation and implementation of IWB-based materials in the foreign language classroom has not kept

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Experimental Research Methods in Language Learning

Aek Phakiti



Language learning research aims to describe and fully explain how and why language learning takes place, but can fall short of its stated purpose. Systematic, rigorous research is needed if the growing field of language learning is to progress methodically. This book demonstrates and fully explains such a methodology. Given that research in language acquisition yields practical pedagogical implications, it is crucial that it is rigorous and accurate.

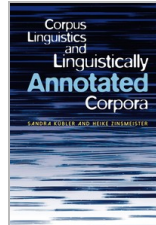
This book offers a quantitative research methodology that relies on statistical analysis in order to make inferences and conclusions about language learning. Experimental research aims to understand differences between or within groups of learners under manipulated environments. It requires strict control of conditions, enabling interpretations with a low factor of error. Aek Phakiti provides step-by-step guidelines and underlying principles, epistemology and methodology, in a book that is essential for advanced students of language acquisition and language and education.

Aek Phakiti is Senior Lecturer in TESOL at the University of Sydney, Australia.

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Corpus Linguistics and Linguistically Annotated Corpora

Sandra Kuebler & Heike Zinsmeister



Linguistically annotated corpora are becoming a central part of the corpus linguistics field. One of their main strengths is the level of searchability they offer, but with the annotation come problems of the initial complexity of queries and query tools. This book gives a full, pedagogic account of this burgeoning field.

Beginning with an overview of corpus linguistics, its prerequisites and goals, the book then introduces linguistically annotated corpora. It explores the different levels of linguistic annotation, including morphological, parts of speech, syntactic, semantic and discourse-level, as well as advantages and challenges for such annotations. It covers the main annotated corpora for English, the Penn Treebank, the International Corpus of English, and OntoNotes, as well as a wide range of corpora for other languages. In its third part, search strategies required for different types of data are explored. All chapters are accompanied by exercises and by sections on further reading, together with an integral companion website that contains lists and guidance on contemporary annotated corpora and query tools.

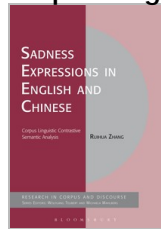
Sandra Kübler is Associate Professor for Computational Linguistics in the Linguistics Department at Indiana University, Indiana, USA.

Heike Zinsmeister is Professor for German Linguistics and Corpus Linguistics at the University of Hamburg, Germany.

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Sadness Expressions in English and Chinese

Corpus Linguistic Contrastive Semantic Analysis



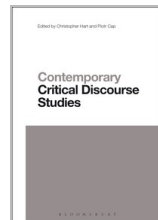
Ruihua Zhang

This book reports on the contrastive-semantic investigation of sadness expressions between English and Chinese, based on two monolingual general corpora and a parallel corpus. The exploration adopts a unique theoretical approach which integrates corpus-linguistic theories on meaning (as a social construct, usage and paraphrase) with a corpus-linguistic lexical model. It will be of interest to researchers in corpus linguistics, contrastive lexical semantics, psychology, bilingual lexicography and language pedagogy.

Ruihua Zhang is Associate Professor at the School of Foreign Languages, Tianjin University of Science and Technology, China.

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256 pages
Series: Corpus and Discourse
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Contemporary Critical Discourse Studies



Edited by Christopher Hart & Piotr Cap

"Contemporary Critical Discourse Studies is a really important and timely addition to the literature in the field. More specifically, the volume presents recent developments, of both a theoretical and methodological kind which have never yet been compiled in such a consistent, systematic and thoughtful way. This comprehensive volume finally makes the

vast range of current approaches, ideas, and empirical research accessible for a broad social science public and addresses scholars and students alike." Ruth Wodak, Distinguished Professor of Discourse Studies, Lancaster University, UK

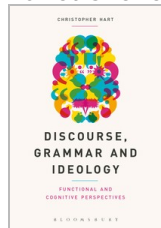
CDS is a multifarious field constantly developing different methodological frameworks for analysing dynamically evolving aspects of language in a broad range of socio-political and institutional contexts. This volume is a cutting edge, interdisciplinary account of these theoretical and empirical developments. It presents an up-to-date survey of Critical Discourse Studies (CDS), covering both the theoretical landscape and the analytical territories that it extends over. It is intended for critical scholars and students who wish to keep abreast of the current state of the art.

The book is divided into two parts. In the first part, the chapters are organised around different methodological perspectives for CDS (history, cognition, multimodality and corpora, among others). In the second part, the chapters are organised around particular discourse types and topics investigated in CDS, both traditionally (e.g. issues of racism and gender inequality) and only more recently (e.g. issues of health, public policy, and the environment).

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Discourse, Grammar and Ideology

Functional and Cognitive Perspectives



Christopher Hart

"It is a pleasure to read a book that steps back and surveys the field of CDA from a theoretical linguistic perspective to compare two distinct grammatical approaches to ideology in text. This is a landmark text in the development of CDA." Lesley Jeffries, Professor of Linguistics, University of Huddersfield, UK

Researchers in Critical Discourse Analysis (CDA) have often pointed to grammar as a locus of ideology in discourse. This book illustrates the role that grammars as models of language (and image) can play in revealing ideological properties of texts and discourse in social and political contexts. The book takes the reader through three distinct grammatical frameworks – functional grammar, multimodal grammar and cognitive grammar. Using examples taken from a range of discourses relating to globalisation, including discourses of immigration, war, corporate practice and political protests, the book demonstrates the individual utility and the interconnectedness of these models inside CDA. A key argument advanced is that the cognitive processes necessarily involved in making sense of language are based in visual experience. This position offers new ways of understanding the ideological effects of grammatical choices in texts and suggests a reassessment of the relationship between linguistic and multimodal grammars in CDA.

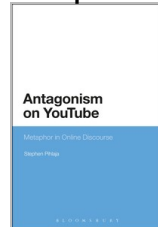
The book will appeal to students and researchers interested in CDA and the relationship between discourse, cognition and social action.

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Antagonism on YouTube

Metaphor in Online Discourse



Stephen Pihlaja

Similar to many sites on the Internet, interaction on YouTube often features confrontational, antagonistic exchanges among users. YouTube comments threads in particular are known for their offensive, conflagratory content. This book looks at this form of discourse. The term 'drama' (or 'flame wars') appears often as a label for a phenomenon that is easily recognisable. In these cases, serious disagreements can become entangled with

interpersonal relationships and users take positions for themselves in relation to others and social controversies.

The focus of this book is on the ways in which metaphor contributes to the development of Internet drama, particularly on YouTube. Although a growing body of research into YouTube social interaction continues to develop descriptions of user experience on YouTube, empirical studies of the YouTube video page are rare, as well as close discourse analysis of user interaction on the site. This research specifically focuses on the interaction of a group of users discussing issues of Christian theology and atheism on the site, analysing how discourse facilitates to antagonistic interaction among users.

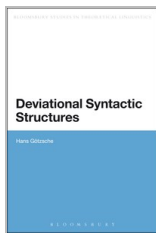
Since YouTube drama occurs publicly, the book focuses on actual YouTube video pages rather than user reports of their actions and responses. It investigates how and why YouTube drama develops through a systematic description and analysis of user discourse activity. Through close analysis of video pages, this study contributes to a greater academic understanding of Internet antagonism and YouTube interaction by revealing the factors which contribute to the development of drama over time.

Stephen Pihlaja is Assistant Professor at the University of Nottingham, Semenyih, Malaysia

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192 pages
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Deviational Syntactic Structures

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Hans Götzsche

Taking as a point of departure ideas and principles from the 18th and 19th century Danish tradition, and from 20th century traditions of the Copenhagen School of linguistics, this book attempts to set up a formal theory of syntax that addresses some of the weak points of other formal grammars, notably Chomskyan grammar.

After introductions to the ideas of Brøndal, Hjelmslev and Diderichsen, Götzsche lays the philosophical and theoretical foundations of his formalism, based on a theory of universal pragmatics and on the invention of a special kind of formal logic called 'occurrence logic', and elaborates this formal system in detail. In order to justify the adequacy of the theory, the theoretical apparatus is applied to the general structures of Danish and Swedish and illustrated by linguistic material from these languages. Furthermore, the ambition is to propose solutions to traditional problems concerning more inferior grammatical categories like prepositions, infinitive markers and particles. The concluding chapter of the book presents some ideas about how the formal system can be transformed into a model of the cognitive mechanism that handles syntax.

This book will be of interest to linguists, philosophers and scholars in theoretical linguistics and in Modern Languages.

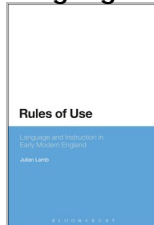
Hans Götzsche is Associate Professor at Aalborg University, Denmark.

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Rules of Use

Language and Instruction in Early Modern England

Julian Lamb



In its readings of texts by Ascham, Puttenham, Mulcaster and the first English dictionary writers, Rules of Use shows the way in which early modern pedagogues attempted to teach the proper use of words whilst always being mindful that proper use can neither be determined by rule, nor definitively described in examples. Each of the four chapters comprises a case-study of the way early modern pedagogy became embroiled in a particular sceptical

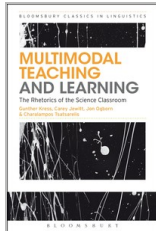
problem.

Julian Lamb is Assistant Professor of English Literary Studies, Chinese University of Hong Kong

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200 pages
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Multimodal Teaching and Learning

The Rhetorics of the Science Classroom



Gunther Kress, Carey Jewitt, Jon Ogborn & Tsatsarelis Charalampou

"Multimodal Teaching and Learning: The Rhetorics of the Science Classroom achieves the rare goal of explicating multimodality as both theory and practice. This is an importantly concrete analysis, derived from extended, careful, and interdisciplinary observation, which challenges our thinking about how meaning and knowledge are

shaped by our modes of communication. The book appeals to a wide range of scholars and practitioners far beyond the science classroom." Professor Ron Scollon, Department of Linguistics, Georgetown University. Blurb from reviewer

This book takes a radically different look at communication, and in doing so presents a series of challenges to accepted views on language, on communication, on teaching and, above all, on learning.

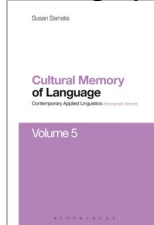
Drawing on extensive research in science classrooms, it presents a view of communication in which language is not necessarily communication - image, gesture, speech, writing, models, spatial and bodily codes. The action of students in learning is radically rethought: all participants in communication are seen as active transformers of the meaning resources around them, and this approach opens a new window on the processes of learning.

Gunther Kress is a Professor, Culture Communication and Societies, Institute of Education, University of London.

Carey Jewitt is a Senior Researcher, Culture Communication and Societies, Institute of Education, University of London
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248 pages
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Cultural Memory of Language

Contemporary Applied Linguistics Volume 5 (Monograph Strand)



Susan Samata

"This book represents the long-awaited contribution of applied linguistics to cultural memory studies. A wonderfully interdisciplinary study and a fascinating read." Astrid Erll, Professor of Anglophone Literatures and Cultures, Goethe-University Frankfurt am Main, Germany

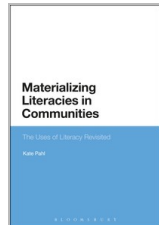
"I can't even speak my own language," were the words overheard in a collage staffroom that triggered the writing of this book. Calling something 'my own' implies a personal, proprietorial relationship with it. But how can it be your own if you cannot speak it?

The Cultural Memory of Language looks at unintended monolingualism - a lack of language fluency in a migratory cultural situation where two or more languages exist at 'home'. It explores family history and childhood language acquisition and attrition. What is the present everyday experience of language use and life between two cultures? Examining interview data, Samata uncovers a sense of inauthenticity felt by people who do not fully share a parent's first language. Alongside this features a sense of concurrent anger, and a need to assign blame. Participation in the language, even to the extent of phatic or formulaic phraseology, occasions feelings of authentic linguistic and cultural inclusion. The book thus uncovers appreciable (and measurable) benefits in positive self-image and a sense of well-being. Looking at how people view language is essential - how they view the language they call their own is even more important and this book does just that in a qualified applied linguistic environment.

Susan R. Samata, Birkbeck College, University of London, UK
UK November 2014 • US January 2015
HB 9781472583734 • £75.00 / \$128.00
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Library eBook 9781472583758 • £225.00 / \$362.00
208 pages
Series: Contemporary Applied Linguistics
Bloomsbury Academic

Materializing Literacies in Communities

The Uses of Literacy Revisited



Kate Pahl

"Kate Pahl's work expands and extends the oft-invoked conception of literacy as a 'social practice.' Through her research in neighborhoods, schools, and homes, she provides a persuasive and thoughtful exploration of the ways in which the daily reading and writing practices of people grow from - and perpetuate - specific histories, locations, and cultural contexts. She listens carefully to the stories people tell of their lived literacy experiences and, through theories of narrative and aesthetics, enriches our sense of how people encounter and imagine their identities and their communities. What's more, her use of participatory action research methodologies provides a compelling reminder of the need for researchers to collaborate with people in our communities to create knowledge and sustainable social change." Bronwyn T. Williams, Professor of English, University of Louisville, USA

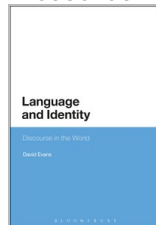
What is a 'contemporary' understanding of literacy practices? How can 'literacy' be explained and situated? This book addresses literacy practices research, understanding it as both material and spatial, based in homes and communities, as well as in formal educational settings. It addresses a need to update the work done on theoretical literacy models, with the last major paradigms such as critical literacies and multiliteracies developed a decade ago.

Kate Pahl draws on case studies to highlight experiences alternate from the traditional representations of literacy. She argues that the affordances of home and familiar spaces offer fertile ground for meaning-making. These resultant literacies are multimodal and linked to space, place and community. An important evaluative resource, this

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Language and Identity

Discourse in the World



Edited by David Evans & David Evans

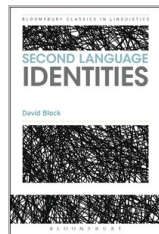
"While language conveys information it does much more than that; it shapes the very information it conveys. It also shapes and reflects identities. Language determines how people see themselves and how they are seen by others. Language can both create identity and well as constrain it. This important book gives voice to linguistic and cultural minorities. It contains an inspiring range of discussions of how communities can navigate their way between languages and cultures and how, by adopting a critical pedagogy, people can revitalize and develop self-esteem and pride in their identities." Andy Kirkpatrick, Chair Professor of Linguistics, Griffith University, Australia

Language not only expresses identities but also constructs them. Starting from that point, this book examines the interrelationships between language and identity/ies. It finds that they are so close, words themselves are inscribed with ideological meanings.

Words and language constitute meanings within discourses, and discourses vary in power. The powerful ones reproduce more powerful meanings and ideologies, colonizing other discourses and even silencing marginalized smaller discourses. We therefore have marginalized communities on the fringes of dominant discourses with impotent voices. This amounts to a 'war of the words', resulting in a silent injustice of the voiceless that needs our attention and assistance. This book is for students and academics and forms an attempt to redress social injustice by supporting language identities and communities. It explores the construction of identity through and within various language discourses and the way in which identities in turn shape language. The book explores various discourses, both verbal and non-verbal—

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Bloomsbury Academic

Second Language Identities



David Block

"Second Language Identities is a remarkable book that traces research interest in second language identities from the 1960's to the present. Drawing on a wide range of social science theory, David Block brings an insightful analysis to seminal studies of adult migrants, foreign language learners, and study abroad students. A timely work that makes an outstanding contribution to a burgeoning field of inquiry." - Bonny Norton, Professor and Distinguished University Scholar, University of British Columbia, Canada.

Second Language Identities examines how identity is an issue in different second language learning contexts. It begins with a detailed presentation of what has become a popular approach to identity in the social sciences (including applied linguistics) today, one that is inspired in poststructuralist thought and is associated with the work of authors such as Anthony Giddens, Zygmunt Bauman, Chris Weedon, Judith Butler and Stuart Hall.

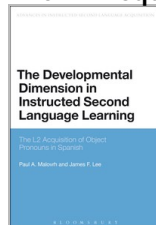
It then examines how in early SLA research focussing on affective variables, identity was an issue, lurking in the wings but not coming to centre stage. Moving to the present, the book then examines in detail and critiques recent research focussing on identity in three distinct second language learning contexts. These contexts are: (1) adult migration, (2) foreign language classrooms and (3) study abroad programmes. The book concludes with suggestions for future research focussing on identity in second language learning.

David Block is ICREA Research Professor in Sociolinguistics at the

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The Developmental Dimension in Instructed Second Language Learning

The L2 Acquisition of Object Pronouns in Spanish



Paul A. Malovrh & James F. Lee

This work identifies developmental stages in the acquisition of object pronouns by instructed second language learners of Spanish. It examines learners ranging from beginner to advanced, where the most advanced are themselves teachers of Spanish language courses. Study abroad experience is also a variable in the data.

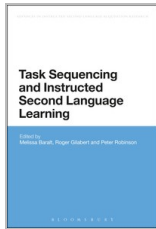
The book explores language production from a functionalist perspective, examining form-to-function and function-to-form mappings. It provides insights into related developments in production, placement and processing of object pronouns. Detailed analysis reveals that the most powerful predictor of performance across levels and within levels for each of these is the level of the learner. Formal instruction and the study abroad experience is examined, both the specific instruction on object pronouns and overall exposure to instruction.

Paul A. Malovrh is Assistant Professor at the University of Carolina, USA.

James F. Lee is Head of the Department of Spanish and Latin American Studies at the University of New South Wales, Australia.

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Series: Advances in Instructed Second Language Acquisition Research
Bloomsbury Academic

Task Sequencing and Instructed Second Language Learning



Edited by Melissa Baralt, Roger Gilabert & Peter Robinson

"Task Sequencing and Instructed Second Language Learning is an important contribution to our understanding of the effects of task design in second language pedagogy. Analysing a wide range of instructional contexts, the editors have brought together a collection of carefully designed studies conducted in experimentally controlled and classroom environments. An innovative piece of work for both researchers and language teachers and anyone who is interested in using language learning tasks in order to promote L2 learning." Ineke Vedder, Lecturer and Researcher of Language and Linguistics, University of Amsterdam, The Netherlands

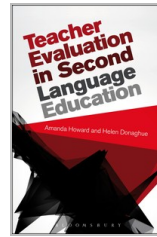
Task Sequencing and Instructed Second Language Learning provides theoretical rationales for, and empirical studies of, the effects of sequencing language learning tasks to maximize second language learning. Examples of task sequences, and both laboratory and classroom-based research into them, are presented.

This is the first collection of so far under-researched studies on the effects of task sequencing, framed within the Cognition Hypothesis of Task-based Language Teaching (TBLT) and the SSARC model for task sequencing.

Perspectives include laboratory-based and classroom-based research designs; implications for teacher training; laboratory and classroom research methods; conversational interaction; task sequencing and Task Based Language Teaching syllabus design.

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Bloomsbury Academic

Teacher Evaluation in Second Language Education



Amanda Howard & Helen Donaghue

"This book is timely and very relevant in today's world of increased accountability and performance reviews related to teaching a second language. This edited book provides a wide variety of excellent ideas for reflectively evaluating (e.g. self-peer-mentor evaluation) teachers, whether novice teachers in teacher education programs or experienced teachers in in-service programs and written by practitioners and researchers from a variety of international contexts." Thomas S.C. Farrell, Professor in Applied Linguistics, Brock University, Canada

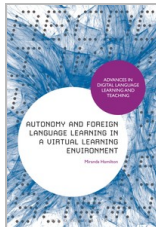
Effective second language acquisition depends on effective evaluation of teaching and instruction on how to improve. This book examines how instruction is best codified. The essays, written by well-known experts in the field, is the first book to look beyond evaluation materials and examine the frameworks behind them. It identifies the various problem areas, outlines the theory, and informs readers of best practice.

Amanda Howard has worked as an English language teacher, teacher developer and lecturer for a number of institutions and universities both in the Middle East and the UK, most recently as TESOL Coordinator in the Faculty of Education at the British University in Dubai. Her research interests include observation and feedback in educational settings, English language teaching pedagogy, analysis of classroom interaction and Young Learner education. Her most recent book is Participant Voices: Observation in Educational Settings, co-edited with Helen Donaghue.

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Library eBook 9781472511614 • £75.00 / \$120.00
232 pages • 5
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Autonomy and Foreign Language Learning in a Virtual Learning Environment

new
in PB



Miranda Hamilton

Digitalised learning with its promise of autonomy, enhanced learner choice, independence and freedom, is an intuitive and appealing construct but closer examination reveals it to be a rather simplistic proposition, raising the following questions.

-What do we mean by autonomy?

-What are we implying about the role of the teacher, the classroom, and interaction between learners?

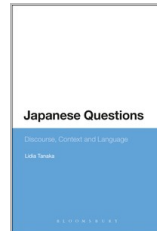
-What do we understand about the impact of technology on the ecology of the learning environment?

This book describes the use of a Virtual Learning Environment (VLE) by a group of advanced English language learners in Mexico, comparing what students thought and what they did in response to the technology. The theoretical aim of the book is to work towards the construction of a theory of the development of autonomy and virtual learning in an EFL context. Enhanced understanding about the relationship between autonomy and technology has the potential to inform academics, software designers, materials writers, teacher educators, and teachers and to help learners in their quest to acquire a foreign language.

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256 pages
Series: Advances in Digital Language Learning and Teaching
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Japanese Questions: Discourse, Context and Language

Lidia Tanaka



"Japanese Questions presents an original, well-researched and fascinating exploration of discourse and social context. It provides fresh insights into the use of questions in Japanese through a wide range of examples and sophisticated analysis." Ikuko Nakane, Senior Lecturer in Japanese Studies, University of Melbourne, Australia

Questions and interrogatives in Japanese discourse have attracted considerable interest from grammarians, but the communicative aspect has received little attention. This book fills this gap. Through detailed analyses of formal and informal interactions, this book demonstrates that the inherent multi-functional and polysemous aspect of language can also be observed in the use of questions. What emerges is a sense of the considerable variety of question forms and also an understanding of how questions are used to perform a wide range of social actions. The importance of context is stressed throughout the book; both in guiding the speakers' choices of question types and in helping to create the particular stance that characterizes those interactions.

The data used in this book shows that speakers prefer questions that are not canonical. When speakers do use canonical questions, these are overwhelmingly accompanied by some mollifiers. This phenomenon suggests that in Japanese communication the illocutionary force of canonical questions is too strong. To soften the interaction, speakers tend to use other types of interrogative forms such as statements with rising intonation or, at least, to leave questions grammatically unfinished.

The findings in this book contribute to the understanding of how Japanese speakers use questions in different communicative

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264 pages
Bloomsbury Academic

The Semiotics of Che Guevara Affective Gateways



Maria-Carolina Cambre

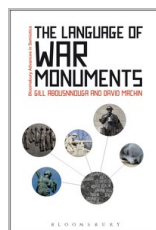
Cambre traces the voyages of the well-known image of Che Guevara as the 'Guerrillero Heroico' to show how an image can become a global cultural force, producing mass action in varied global political circumstances. Addressing the need for a fluid and responsive approach to the study of visual meaning-making, this book contributes to the ongoing dialogue between semiotics and religious studies.

Maria-Carolina Cambre is a Lecturer at King's University College at the University of Western Ontario, Canada.

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256 pages
Series: Bloomsbury Advances in Semiotics
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The Language of War Monuments

new
in PB



David Machin & Gill Abousnougou

"Few studies in multimodality have a social critical edge. Few studies in critical discourse analysis tackle multimodal discourse. This book shows how to bridge the gap." Theo van Leeuwen, Dean of the Faculty of Arts and Social Sciences, University of Technology, Sydney, Australia

This book analyses war monuments by developing a multimodal social-semiotic approach to understand how they communicate as three-dimensional objects. The book provides a practical tool-kit approach to how critical multimodal social semiotics should be done through visual, textual and material analysis. Using examples across the 20th and 21st century the book's chapters offer a way of analysing the way that monument designers have used specific semiotic choices in terms of things like iconography, objects, shape, form, angularity, height, materials and surface realisation to place representations of war in public places across Britain.

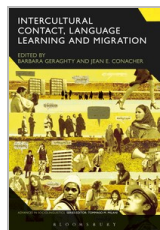
DAVID MACHIN is at Örebro University, Sweden

David Machin is Reader in the School of Arts Brunel University, London. His books include Global Media Discourse (2007), Introduction to Multimodal Analysis (2007) Analysing Popular Music (2010) and The Language of Crime and Deviance (2012). He is co-editor of the journal Social Semiotics.

Gill Abousnougou works in the School of Journalism, Media and Cultural Studies at Cardiff University. She has published numerous papers in international peer reviewed journals on war memorials using a multimodal social-semiotic approach. She is co-editor of the journal Social Semiotics.

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Intercultural Contact, Language Learning and Migration



Edited by Barbara Geraghty & Jean Conacher

"This book is an important addition to the literature on the complex interaction between migration, language and culture at societal, community and personal levels. Its diversity of themes, perspectives and research methods aptly reflects the multifarious realities we inhabit, and the editors' introductory and concluding commentaries do an excellent job of relating the concerns of individual chapters to the larger picture."

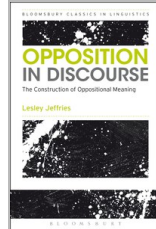
David Little, Associate Professor Emeritus of Applied Linguistics, Trinity College Dublin, Ireland

At the heart of this volume lies an exploration of what actually happens to languages and their users when cultures come into contact. What actions do supra-national institutions, nation states, communities and individuals take in response to questions raised by the increasingly diverse forms of migration experienced in a globalized world?

The volume reveals the profound impact that decisions made at national and international level can have on the lives of the individual migrant, language student, or speech community. Equally, it evaluates the broader ramifications of actions taken by migrant communities and individual language learners around issues of language learning, language maintenance and intercultural contact. Reflecting Jan Blommaert's assertion that in a world shaped by globalization, what is needed is 'a theory of language in society... of changing language in a changing society', this volume argues that researchers must increasingly seek diverse methodological approaches if they are to do justice to the diversity of experience and response they encounter.

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256 pages
Series: Advances in Sociolinguistics
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Opposition In Discourse The Construction of Oppositional Meaning



Lesley Jeffries

"The focus of this book is on how 'created' oppositions are triggered, constructed and construed in language. Examples are drawn from a wealth of sources - including poems, medical texts and newspaper stories - with oppositions cleverly unravelled and their ability to influence our thoughts and our reality gradually exposed. The findings contribute usefully to the growing body of

knowledge about antonyms and other oppositions, and to the contexts in which they occur; the ramifications are significant for language-based studies of literature, popular culture and the media." - Steven Jones, Director of Undergraduate Studies, School of Education, The University of Manchester, UK"

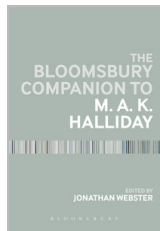
In this important book, Lesley Jeffries introduces a phenomenon which has not been given the attention it deserves - the contextual construction of oppositional meaning. These are opposites not recognisable as such out of context but that are clearly set up this way in the text concerned.

The significance of oppositional meaning is well-known, and has been discussed by scholars for millennia, from Philosophy to Politics. But the main emphasis has always been on the conventional opposite: the opposite recognised by lexical semantics.

Starting from socio-cultural viewpoints, moving to original research and then concluding with a new theoretical formulation, this book introduces and consolidates a significant new approach to the analysis of oppositional meaning. It closes with a discussion of the importance of constructed opposition in hegemonic practice and makes a case for the inclusion of opposition as a central tool of critical discourse analysis. It is

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Bloomsbury Companion to M. A. K. Halliday



Edited by Jonathan J. Webster

"This book is as rich and varied a guide to the latest developments in discourse analysis as you are likely to find."

Professor Ronald Carter, School of English Studies, University of Nottingham, UK

Situating Halliday's life and work in its historical and intellectual context, this is the definitive resource on the life, work and intellectual context of M.A.K.

Halliday, providing a guide for advanced students and researchers in the field.

Professor Jonathan J. Webster is Head of the Department of Chinese, Translation and Linguistics at the City University of Hong Kong.

Professor M. A. K. Halliday is Emeritus Professor of Linguistics at the University of Sydney, Australia and one of the world's most renowned linguists and Honorary Professor in the Department of Chinese, Translation and Linguistics, City University of Hong Kong.

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Retranslation

Translation, Literature and Reinterpretation



Sharon Deane-Cox

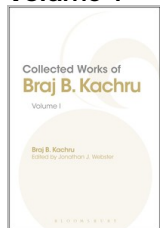
"While each retranslation is yet another interpretation of a source text, revealing more and more of its facets, each study on retranslation contributes to a more complex and diverse picture of the phenomenon itself. Deane-Cox's compelling and detailed study not only puts the final nail in the coffin of the Retranslation Hypothesis, but also foregrounds the 'cumulative effect' and 'transformative potentiality' of retranslations, shedding further light on socio-cultural approaches to translation, paratextual elements, narrative theory and narratology, and last but not least, Flaubert and Sand, along the way." Sebnem Susam-Saraeva, Senior Lecturer in Translation Studies, University of Edinburgh, UK

Diverting from the conventional thinking about retranslation and incorporating Systemic Functional Grammar and genetic criticism, Deane-Cox delivers an empirical study of retranslation in practice informed by a repeatable, adaptable methodology using Madame Bovary and La Mare au Diable as case studies.

Sharon Deane-Cox is a British Academy Postdoctoral Fellow in the School of Literatures, Languages and Cultures at University of Edinburgh, UK

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Collected Works of Braj B. Kachru Volume 1



Braj Kachru
Edited by Jonathan J. Webster

Professor Braj Kachru (b. 1932) has pioneered, shaped and defined the scholarly field of world Englishes. He is the founder and co-editor of World Englishes, the associate editor of the Oxford Companion to the English Language and contributor to the Cambridge History of the English Language. His research on world Englishes, the Kashmiri language and literature, and theoretical and applied studies on language and society has resulted in more than 25 authored and edited volumes and more than 100 research papers, review articles, and reviews.

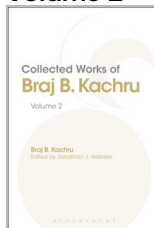
The first volume of these Collected Works brings together a number of Kachru's key papers from 1976 to 1990, covering Kachru's early work in the development of World Englishes as a concept and his exploration of non-native varieties of English.

Braj Kachru is Center for Advanced Study Professor of Linguistics and Jubilee Professor of Liberal Arts and Sciences, University of Illinois Emeritus, USA.

Jonathan J. Webster is Director of The Halliday Centre for Intelligent Applications of Language Studies at City University of Hong Kong, Hong Kong.

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Collected Works of Braj B. Kachru Volume 2



Braj Kachru
Edited by Jonathan J. Webster

Professor Braj Kachru (b. 1932) has pioneered, shaped and defined the scholarly field of world Englishes. He is the founder and co-editor of World Englishes, the associate editor of the Oxford Companion to the English Language and contributor to the Cambridge History of the English Language. His research on world Englishes, the Kashmiri language and literature, and theoretical and applied studies on language and society has resulted in more than 25 authored and edited volumes and more than 100 research papers, review articles, and reviews.

The second volume of these Collected Works contains selections of some of Kachru's most important work in the field of World Englishes from the years between the 1992 and 2001.

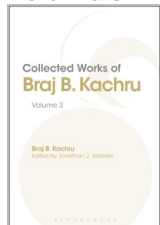
Professor Braj Kachru is Center for Advanced Study Professor of Linguistics and Jubilee Professor of Liberal Arts and Sciences, University of Illinois Emeritus, USA

Professor Jonathan J. Webster is Director of The Halliday Centre for Intelligent Applications of Language Studies at City University of Hong Kong, Hong Kong.

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Collected Works of Braj B. Kachru

Volume 3



Braj Kachru
Edited by Jonathan J. Webster

Professor Braj Kachru (b. 1932) has pioneered, shaped and defined the scholarly field of world Englishes. He is the founder and co-editor of World Englishes, the associate editor of the Oxford Companion to the English Language and contributor to the Cambridge History of the English Language. His research on world Englishes, the Kashmiri language and literature, and theoretical and applied studies on language and society has resulted in more than 25 authored and edited volumes and more than 100 research papers, review articles, and reviews.

The third volume of these Collected Works details Kachru's key studies from the 1970s to 1990s in the areas of linguistics, multilingualism and language contact, including some of his work on language in India and South Asia.

Professor Braj Kachru is Center for Advanced Study Professor of Linguistics and Jubilee Professor of Liberal Arts and Sciences, University of Illinois Emeritus, USA

Professor Jonathan J. Webster is Director of The Halliday Centre for Intelligent Applications of Language Studies at City University of Hong Kong, Hong Kong.

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